



Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number

13-328-050

1.2 Consortium Name

Delta Sierra Regional Alliance (San Joaquin Delta)

1.3 Primary Contact Name

Dr. Kathy Hart

1.4 Primary Contact Email

khart@deltacollege.edu

1.5 Fiscal Agent Name

San Joaquin Delta Community College District

1.6 Fiscal Agent Email

khart@deltacollege.edu

Table 1.7 – Consortium Membership

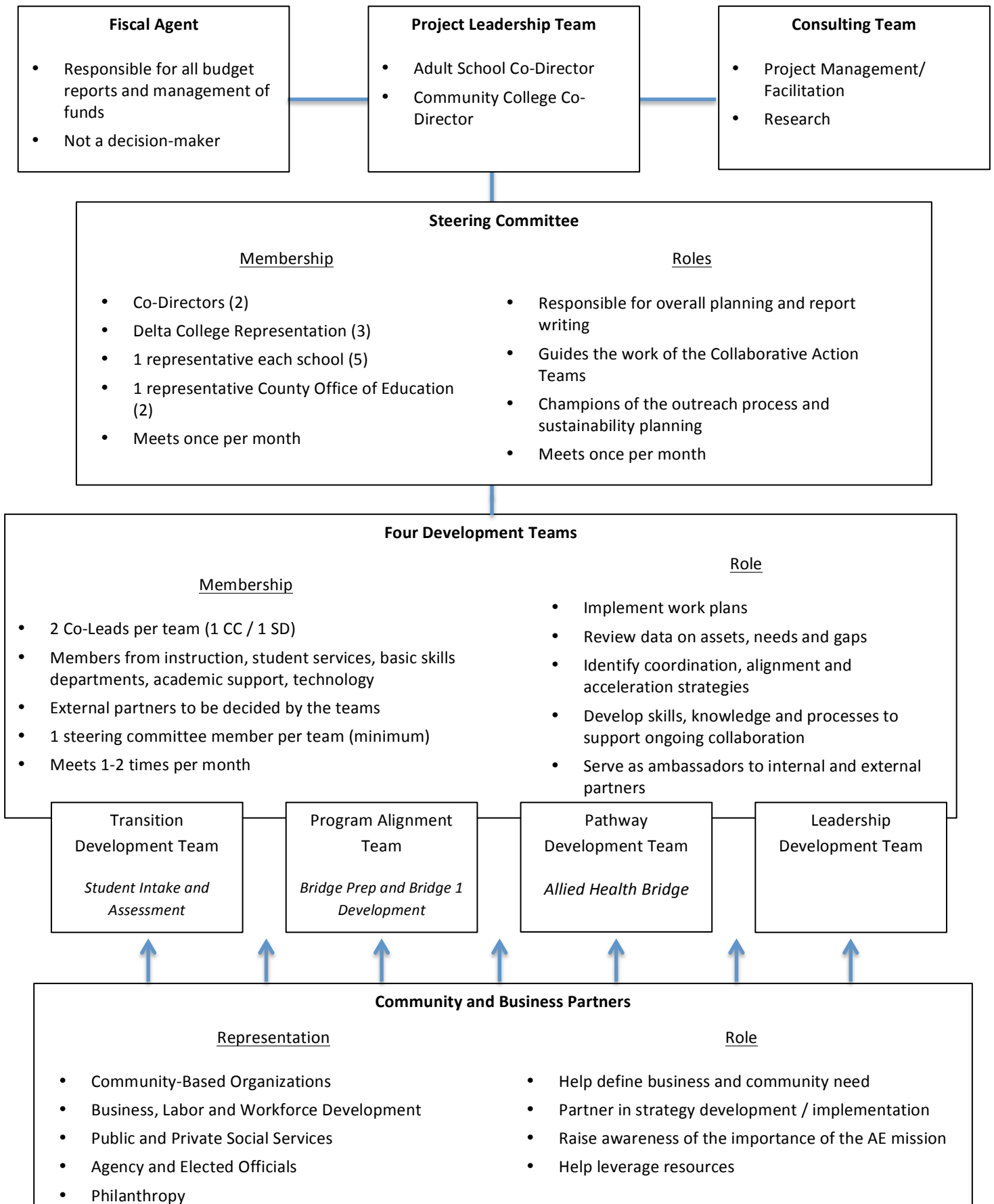
1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Calaveras County Office of Education	Scott Nanik	209-736-6030	snanik@ccoe.k12.ca.us	9/28/15
Lodi Unified School District	Deborah Chiene	209-331-7617	dchiene@lodiUSD.net	10/6/15
Manteca Unified School District	Diane Medeiros	(209) 858-7330	dmedeiros@musd.net	10/6/15
River Delta Unified School District	Pierre LaLeau	(707) 374-1719	plaleau@riverdelta.k12.ca.us	10/13/15
Tracy School District	Dave Pickering	(209) 830-3384 x1661	dpickering@tusd.net	10/13/15
San Joaquin County Office of Education	Janine Cuaresma Chris Kleinert	(209) 468-4800 (209) 468-4800	jcuaresma@sjcoe.net ckleinert@sjcoe.net	9/25/15

San Joaquin Delta Community College District	Dr. Kathy Hart	(209) 954-5018	khart@deltacollege.edu	9/15/15
Stockton Unified School District	Carol Hirota	209-933-7455	chirota@stocktonusd.net	10/13/15

1.8 Governance Template

Submitted separately

1.9 Organizational Chart



1.10 Block Grant Fiscal Management and Certifying Officer

San Joaquin Delta Community College District will use existing fiscal procedures to manage the block grant. We will establish standards, protocols, timelines and procedures to collect and roll up grant expenditures for reporting to the state. Certifying Officer is Raquel Puentes-Griffith, Controller.

Section 2: Plan Summary for Program Year 2015-16

2.1 Executive Summary

The Delta Sierra Regional Alliance is working together to:

- Create a coordinated, seamless and aligned system for adult learners in our region
- Connect adults to ongoing educational and career opportunities
- Expedite the educational and career development process to be as quick and effective as possible
- Better understand how students move through our institutions and how we can better support them to meet their goals
- Optimize and maximize the resources available to serve students
- Increase mutual understanding and awareness of our respective activities to promote student transitions and success.

We will build an integrated Pathway Bridge model for adults, modeled on Minnesota Fast TRAC, with progressive levels of transition:

- Bridge Prep: Intentional focus on work by embedding work skills into beginning adult basic education and ESL
- Bridge 1: Low intermediate reading, writing, speaking and math contextualized to multiple occupations: Allied Health, Manufacturing, Small Business, Logistics, ECE, Building Trades
- Bridge 2: Occupationally specific bridge using dual enrollment, cohorts, work experience
- College or other CTE training: stackable certificate programs leading to family sustaining careers

This year we will complete detailed designs and initial implementation tests and pilots for all of the Pathway Bridge elements. We will start developing Bridge 2 by conducting a pilot for Allied Health and continue with bridges for additional pathways (candidates include Manufacturing, Small Business, and ECE).

We will address unmet need in the region by adding classes, sections and student services in alignment with promising practices and the DSRA Pathway Bridge model

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated).

Table submitted separately.

Section 4: Overview of 2015-16 Action Plans

4.1a AEBG Regional Assessment Plan

DSRA will continue to use existing tools for all phases of assessment and develop greater levels of alignment across DSRA to be consistent with our Pathway-Bridge model (see Objective 3 in Section 4).

Initial assessment and placement

- CASAS Reading, Listening, Mathematics
- Writing (REEP Rubric)
- English Oral Communication Interview
- Lodi-Ventures
- Student High School Transcripts
- Students choose their CTE focus

Progress assessments

- CASAS Reading, Listening, Mathematics
- Writing (REEP Rubric)
- English Oral Communication Interview
- Student High School Transcripts-course completions
- CTE course completions
- GED exam (pass/fail)
- In Process-CCRS-common formative assessments (rubrics)

Moving among the schools

- High School Transcripts
- SJ Delta College-COMPASS (entry test)
- SJ Delta CELSA (ESL)
- GED certificate

Resources:

Minnesota Fast TRAC

National Work Readiness Certificate

ACT WorkKeys

National Reporting System (Adult Education)

4.1b Student Enrollment, Demographics, and Performance Tracking

DSRA will use existing data tracking tools and build towards a common or aligned management information system for our students to track targeted program outcomes.

The overall tracking approach is for teachers to report weekly on

- Demographic changes
- Report if students pass GED
- Attendance, Grades, Course credit
- Course completions

For WIOA students

- We will continue using CASAS TOPS (tracking of program & students) Enterprise
- Core Performance: a sample follow up with students on employment
- CASAS TOPS Update Record (WIOA)

College

- Course completions
- Certificates
- Degrees
- Score card metrics

4.1c – Objective 3: Other Key Integration and Seamless Transition Activities

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
<p>1. Implement pilot Pathway Bridge Programs Using MN fast track as a model, develop an integrated bridge program for Allied Health. DSRA will provide necessary supports for building an effective pathway bridge system including Faculty release time and Professional development. The PAT, PDT and TDT will respectively develop Bridge Prep/Bridge 1, Bridge 2 (Allied Health), and intake/transition services.</p>	<p>Under way.</p> <p>12/5/15 Pathway Bridge Institute</p> <p>Team meetings Jan-June 2016</p>	All	<p>Model curricula, student service approaches, transition agreements for Bridge Prep, Bridge 1 and Bridge 2.</p> <p>Detailed pathway map for Allied Health</p>	<p>Completion of tools and materials for each pathway element.</p> <p>Engagement of faculty, staff and administrators</p>
<p>2. Transition coordinator teams DSRA will hire transition staff to</p>	<p>Hire staff by March or April 2016</p>	All	<p>Student awareness of transition</p>	<p>DSRA Steering Committee developmental,</p>

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
ensure warm hand-offs and seamless transition.			Increased transitions Increased retention	formative, and summative assessments of coordinators
<p>3. DSRA collaborative infrastructure</p> <p>Provide fiscal management, data services, facilitation, coordination, and partnership development on behalf of DSRA as a whole. Hire staff as necessary for DSRA coordination and fulfillment of state accountability requirements and fiscal management.</p>	Ongoing	All	Consortium effectiveness Effective transitions Leveraged resources Accountability for AB 104 funds.	See Section 6.4
<p>4. Provide technology, facilities improvements, equipment, supplies and other supports for effective collaboration and transitions</p> <p>Provide needed resources.</p>	Ongoing	All	Overall program effectiveness	Program outcomes

4.2 - Objective 4: Key Activities for Addressing Gaps

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
1. Add classes and/or sections in the seven AEBG areas	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
2. Explore online and hybrid program delivery	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
3. Explore co-location options	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
4. Explore transportation options	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
5. Provide coordinated outreach and communication to students	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b

4.3 - Objective 5: Key Activities for Accelerating Student Progress

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
1. Explore opportunities for articulation, dual enrollment and co-location	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
2. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways instruction, online/hybrid instruction and student services best practices.	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
3. Align adult school and community college assessments, curriculum and pedagogy	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
4. Provide professional development to support program alignment and	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b

effectiveness				
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4.4 - Objective 6: Key Activities for Professional Development Collaboration

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
1. Conduct Pathway-Bridge Institutes for DSRA Implementation Teams <ul style="list-style-type: none"> • Program Alignment • Intake and Support Services • Pathway Development Team 	12/5/2015 February 2016 May 2016	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
2. Conduct ad hoc professional development	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b
3. Joint trainings, experiential learning, and action research projects	Ongoing	All	Literacy gains; certificates/degrees; job entry/retention.	See 4.1b

4.5 - Objective 7: Key Activities for Leveraging Structures and Assets

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
1. Continue periodic partners meetings	<ul style="list-style-type: none"> • Human Services Agency • County Probation • California Human Development • Cal-LEARN • Catholic Charities of the Diocese of Stockton • Community Partnership for Families • El Concilio/ Council for Spanish Speaking • Family Resource and Referral Center • Fathers and Families of San Joaquin • Goodwill Industries • Greater Stockton Chamber of Commerce/Business Education Alliance • Head Start • Partners in 	TBD	All	Spring 2016	TBD	Qualitative analysis of partner understanding Metrics on contributions (financial and in-kind)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
	Education (PIE), Lodi Chamber of Commerce • San Joaquin & Calaveras Electrical Apprenticeship • San Joaquin Area Apprenticeship Coordinators Association • San Joaquin County Office of Education • San Joaquin County Housing • San Joaquin County Human Services Agency • Stockton San Joaquin Public Library • Workforce Investment Board (WorkNet) • YEOP Youth Employment Opportunity Program					
2. Conduct cross training of staff on programs, services and referral methods	<ul style="list-style-type: none"> • Human Services Agency • WIB • County Probation • County Office of Education • Adult Schools • Delta College 	TBD	All	Spring 2016	TBD	Qualitative analysis of partner understanding Metrics on contributions (financial and in-kind)

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated).

Table submitted separately.

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service and 6.2 Project Performance Outcome Targets .

Table submitted separately.

6.3 Optional

Nothing to submit at this time.


6.4 Consortium Evaluation and Effectiveness

DSRA is considering the following approaches and methods to evaluate consortium effectiveness:

- Baseline data (number of students, learning outcomes (transition to community college and the workforce))
- Improvement in TOPSpro Data integrity report
- Implementation of alignment projects (developing bridges, hiring transition staff, etc.)
- Collaboration metrics (member participation, member assessments of effectiveness, adherence to plans and agreements, use of shared agreement for decisions)
- Awareness metrics (student, community, partners and staff awareness of the DSRA's collaborative approach and aligned programs)

Consortium Member Signature Block

Name:	Kathy Hart
Consortium Member:	Delta College
Email:	khart@deltacollege.edu
Date:	
Signature Box:	<p>Signature:  <small>Kathy Hart (Oct 30, 2015)</small></p> <p>Email: khart@deltacollege.edu</p>

Name:	Deborah Chiene
Consortium Member:	Lodi Unified School District
Email:	dchiene@lodiUSD.net
Date:	
Signature Box:	<p>Signature:  <small>Deborah Chiene (Oct 29, 2015)</small></p> <p>Email: dchiene@lodiUSD.net</p>

Name:

Diane Medeiros

**Consortium
Member:**

Manteca Unified School District

Email:

dmedeiros@musd.net

Date:

Signature Box:

Signature: Diane M. Medeiros
Diane M. Medeiros (Oct 31, 2015)

Email: dmedeiros@musd.net

Name:

Pierre LaLeau

**Consortium
Member:**

River Delta Unified School District

Email:

plaleau@riverdelta.k12.ca.us

Date:

Signature Box:

Signature: Pierre LaLeau
Pierre LaLeau (Oct 30, 2015)

Email: plaleau@rdusd.org

Name:

Dave Pickering

**Consortium
Member:**

Tracy School District

Email:

dpickering@tusd.net

Date:

Signature Box:

Signature: 
Dave Pickering (Oct 30, 2015)

Email: dpickering@tusd.net

Name:

Janine Cuaresma

**Consortium
Member:**

San Joaquin County Office of Education

Email:

jcuaresma@sjcoe.net

Date:

Signature Box:

Signature: 
Janine Cuaresma (Oct 30, 2015)

Email: jcuaresma@sjcoe.net

Name:

Carol Hirota

**Consortium
Member:**

Stockton Unified School District

Email:

chirota@stocktonusd.net

Date:

Signature Box:

Signature: Carol S. Hirota
Carol S. Hirota (Oct 28, 2015)

Email: chirota@stocktonusd.net

Name:

Scott Nanik

**Consortium
Member:**

Calaveras County Office of Education

Email:

snanik@ccoe.k12.ca.us

Date:

Signature Box:

Signature: Scott Nanik
Scott Nanik (Oct 29, 2015)

Email: snanik@ccoe.k12.ca.us